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**Theme:** M-learning (BrainLang) app and listening skills.

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## **DEDICATION**

### **TO:**

First of all, God who helped me every day through his blessing I could work hard and not give up. Secondly, my mother, who not only gave me life, besides all love where gave me everything I needed. She always was who gave me the strength to go ahead. All my life my mother has been my motive to finish my career to give her pride and a better life. Thirdly, my brothers and sisters, who always trusted me. In the end, all people, who taught and encourage me to continue every day work hard.

*Odalis*

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*Odalis*

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**Universidad Técnica de Ambato**  
**Facultad de Ciencias Humanas y de la Educación**  
**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Theme:** M-learning (BrainLang app) and listening skill

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**Tutor:** Lic. Sarah Jacqueline Iza Pazmiño, Mg.

**ABSTRACT**

The objective of this research was to evaluate the effectiveness of the BrainLapp app in the listening skill of students in the 2nd year of Baccalaureate (BGU) parallel "A" morning section of the Educational Unit "17 d Abril". This study had a quantitative approach. The study had the participation of 80 students, 40 for the experimental group parallel "A" (treatment) and 40 for the control group parallel "B". The researcher applied a pre-test where the data obtained by the Cambridge standardized test KET (A2) were analyzed. The same ones that allowed for diagnosing the initial level of the students' listening skill, the experimental group obtained a general average of 4.82 and the control group a 4.91 out of 10, with these results the students demonstrated a deficit in their listening skill since they did not reach the minimum of 7. After the diagnosis, the investigation included 10 interventions in the classroom of the experimental group, in which the BrainLang application was used with different activities through audiovisual resources. Subsequently, the post-test was applied, the general mean was 8.51 in the experimental group, while the control group had a general mean of 5.02 out of 10 points. It was evidenced that the interventions through the activities using audiovisual resources offered by the BrainLang application helped students improve their listening skills. All the information collected was analyzed using the SPSS software to verify the hypothesis proposed in the investigation, which was accepted. In conclusion, this shows that the students had an improvement in their listening skills in English through the activities through the use of audiovisual resources proposed by the BrainLnag application.

**Keywords:** experimental group, listening skill, audiovisual resources, BrainLang app

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**RESUMEN**

Esta investigación tuvo como objetivo evaluar la efectividad de la aplicación BrainLang en la habilidad de escucha en los estudiantes de 2do de Bachillerato (BGU) paralelo "A" sección matutina de la Unidad Educativa "17 d Abril". Este estudio tuvo un enfoque cuantitativo. El estudio contó con la participación de 80 estudiantes, 40 por el paralelo A grupo experimental (tratamiento) y 40 por el paralelo B grupo de control. En el mismo donde se aplicó un pre-test donde los datos obtenidos por la prueba estandarizada de Cambridge KET (A2) fueron analizados, los mismos que permitieron diagnosticar el nivel inicial de la habilidad de escucha de los estudiantes, el grupo experimental obtuvieron una media general de 4.82 y el grupo de control un 4.91 sobre 10, con estos resultados los estudiantes demostraron un déficit en su habilidad de escucha, ya que no alcanzaron el mínimo de 7. Después del diagnóstico, la investigación contó con 10 intervenciones en el aula de clase del grupo experimental, en las mismas que se utilizó la aplicación BrainLang con diferentes actividades mediante recursos audiovisuales. Posteriormente, se aplicó el post-test, la media general fue de 8,51 en el grupo experimental, mientras que el grupo de control una media general 5,02 sobre 10 puntos. Lo que se evidencio que las intervenciones mediante las actividades con el uso de recursos audiovisuales que ofrece la aplicación de BrainLang ayudaron a los estudiantes a mejorar la habilidad de escucha. Toda la información recolectada fue analizada mediante el software SPSS para la verificación de la hipótesis propuesta en la investigación la misma que fue aceptada. En conclusión, esto demuestra que los estudiantes tuvieron una mejora en su habilidad de la escucha en inglés a través de las actividades mediante el uso recursos audiovisuales propuestas por la aplicación de BrainLag.

**Palabras clave:** grupo experimental, habilidad de la escucha, BrainLang, recursos audiovisuales.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. Research Background

Supporting this research work on M-learning (Brainlang application) and listening skills. Firstly, this research has no previous research, so the information provided by theses, books, and academic websites has been vital for this work. This study starts by citing essential information from the Brainlang app website and the authors who support the methodology of the application to want to support the study variables. In addition, with these resources, it has been possible to progress with the analysis of the independent variable categories: English language, Language skills, and Listening skill. Finally, the following previous investigations have supported the development of the present work.

Firstly, It is necessary to start by mentioning Brainlang, which provides relevant information including "what is visual listening, the scientific foundation of language acquisition, users' opinions about Visual-Listening methodologies, how they activate natural language learning, and how to train in Brainlang". Expanding the information, the website mentions that it is an app that develops the ability to listen, simply by training to ear through the Visual Listening methodology (BrainLang, 2015). Moreover, the BrainLang application helps to create listening and language acquisition skills. It is essential to mention that the website mentions that in order to acquire a new language must be practiced in the same way that cycling can be learned. It should be noted that Brainlang is the first platform of Language Acquisition in the world to train the heard. This app trains the ears with content tailored to each user's level (BrainLang, 2015). Moreover, the methodology focuses on visual listening. It is an updated version of that adage: Pictures are worth a thousand words. The brain knows this and listens comfortably.

Secondly, it is important to mention an article developed by (Schütz, 2019) called "Stephen Krashen's Theory of Second Language Acquisition" which aimed to implicate the study of non-English and bilingual language acquisition and mentions that Language acquisition does not require extensive use of conscious grammatical rules, as against this, acquisition requires meaningful interaction in the target language, it says natural communication. In addition, the best methods should supply 'comprehensible input' in low anxiety situations, for decades, University of California linguist Stephen Krashen has argued that language must be learned without knowing it. It is the process by which a

child learns his native language. The learners can easily see and hear a simple message. Listen, paradoxically it can be read visually.

Further, it is essential to start by citing research that supports the use of audiovisual media. In the first instance, a study was done by Hardiah, M. (2018) in his research “Improving Students Listening Skill by Using Audio Visual Media” students' listening skill through audio-visual means. Participants were students of the Listening for Lecture course at the University of Bengkulu Diploma Program. In this study, the author mentions that this study was conducted in two progress cycles: planning, observation, action, and reflection. Cycle 1 consisted of planning, needed in the teaching and learning process. At this stage designed learning activities (lesson plan), where selected audio-visual (video approximately 6 minutes) media has been used from the youtube site. The next step was to prepare the student worksheet (worksheet students). As a result, the research showed that using audiovisual media can improve listening comprehension, and the students also become more motivated and enthusiastic in class. The researchers conclude that visual media can improve the focus and concentration of the students in listening.

Safranji (2015) in her research “Advancing Listening Comprehension Through Movies” aimed to explore to what extent students enhance listening comprehension through movies with and without subtitles and what their teaching tool is. The participants were 38 thirty-eight students at an English language private school in Novi Sad. The research was a quantitative data questionnaire with 25 questions survey via oral interviews, and a qualitative data survey via oral interview. Basically, there were two sections in the questionnaire. These sections were as follows: 1) Students' opinions on using films to improve listening skills. 2) Other suggestions and opinions about the benefits, and limitations of learning through movies as Strongly agree, Agree, Undecided, Disagree, and Strongly disagree. The research showed that they used the movies as an effective way for students to improve their listening ability and gained more vocabulary, with fun learning in class.

Similarly, in the investigation carried out by (Woottipong, 2014) in his research titled “Effect of Using Video Materials in the Teaching of Listening Skills for University Students” The author’s general and main objective is to develop the student's listening skills and evaluate students’ attitudes towards the use of video materials. The research instruments that the author used were 10 units of lesson plans, according to its the researcher chose 10 short English language documentaries with different topics each

video was 3-5 minutes in length, for example, culture, environment, and adventure activities. It also uses the pre-test and post-test to study students' progress, and the questionnaire to study students' attitudes toward learning and listening to videos was constructed using the Likert method. The population for this study was 41 forty—students in the second semester of the academic year 2012 at Thaksin University in Thailand. The data were collected from the students' listening comprehension levels through pre-test and post-test. The results demonstrate that the using videos increased and had positive attitudes toward English listening comprehension.

Additionally, the research conducted by Ulima, R et al (2020) in their research “The practicality of interactive cd-based audio-visual media to improve listening skill” t his study aims to determine how practical it would be to use interactive audio-visual media with students at STKIP PGRI Sumatera Barat. A descriptive research method was used in this study, along with a quantitative approach. The present research used the instruments was a Questionnaire, and following that, the writers conducted an analysis with the Practical Value formula. The subject group of this research was 57 English students there were sessions B and C who had used CD interactive in Listening Comprehension learning. The research showed that the use of the interactive CD Comprehension Listening process was very practical because the students to better master the materials in learning to understand listening.

Moreover, another study was carried out by Albán, B (2021) in her research titled “The podcasts and the English Language listening skill development” aimed to establish the relationship between podcasts and the listening skill, analyzing the types, and applying podcasts. It also changes the traditional teaching methodology (passive student) where students can develop listening skills. The methods of this research were quasi-Experimental, quantitative, and qualitative, and the research instruments were pre-test and post-test carried out in two groups: control and experimental. The population was 43 forty-three students with the age between 13 and 14 years old of UE “Ramón Barba Naranjo”. The research concluded that podcasts develop listening skill, however, teaching strategies must be planned by teachers to promote a meaningful learning process.

At the end, all the research cited above supports the represented research since the results of the studies concluded that the use of the audio-visual media is effective for the development of listening skill in students of different ages and institutions where was audio-visual aids. Moreover, it was considered to do this research based on the theme

“Audiovisual media (Brainlang app) and listening skill” based on it could verify and support that the Brainlang app works in students of the junior high between 16 and 17 years old corresponding to the second year of high school (Unidad Educativa "17 de Abril") through the application of this app for educational purposes and with a focus on listening skills in the English language.

## **1.2. Theoretical framework**

### **1.2.1. Independent variable**

#### **1.2.1.1. Education Technology**

Lathan (2019) mentions that “We need technology in every classroom and in the hands of every student and teacher” (p. 125) because, for teachers, technology opens new possibilities to enrich and stimulate young minds. Today, there is growing enthusiasm around the potential of assistive technology, visual and augmented reality, high-tech collaboration tools, gamification, podcasting, blogging, 3D printing, artificial intelligence, personalized learning, and much more. In addition, Educational Technology focuses on the theory and practice of using new technology to develop and implement innovative educational approaches to student learning and achievement.

Educational Technology (Machine Learning and the Internet of Things - IoT) was the most significant trend in 2019, due to the COVID-19 pandemic, the teaching-learning methodology changed drastically because of social distancing. Students got used to learning through digital platforms. In addition, the Association for Educational Technology and Communications (AECT) mentions that using technological resources (EdTech) facilitates learning and creativity. On the other hand, for educators, EdTech is a change from the traditional learning process to a digital form. In summary, EdTech is simply a process of integrating technology into education that improves teaching-learning with better results Bui, S (2020).

### **The advantages of EdTech**

#### **Innovative Teaching Methods**

The importance of shifting from traditional paper-and-pencil teaching methodology to EdTech for educators changing. EdTech allows for a diversity of learning



styles such as animation, live video, etc. Technology allows students to create online educational courses.

### **Improve Collaborative Teaching**

Technology has allowed students and teachers to be connected to share, and discuss opinions collaboratively, for example, eLearning works as an educational tool to develop collaborative work. Students can join an online platform for collaborative learning and in this case, the role of the teacher is that of a mentor giving help to the students.

### **Teaching and Learning process**

EdTech is a benefit for teachers as it helps to teach virtually and in person. Because accessible classes can exist, the student can learn whenever and wherever. Additionally, EdTech makes learning more fun and exciting for students. Finally, technology facilitates effectiveness, that is, meeting the needs of students.

In summary, electronic learning has had a recovery and one of the factors was the pandemic. Citing some examples according to Manchanda, A. (2022):

- **Affordable Smartphones:** Cost-effective technology and easy access to the Internet have given way to connecting apps with people.
- **Convenient learning:** rote learning can be mentioned; therefore, it can be said that images have a significant impact on education
- **Personalized Mode and Pace:** The apps give a change in the study method as users can customize their schedules and choose from creative options.

#### **1.2.1.2. Mobile Learning**

Mobile learning, also known as M-learning is the use of mobile technology for educational purposes, this encompasses all learning through apps, mobile browsers, tablets, and more. Technology helps to reinforce the knowledge in the classroom, making learning dynamic. The use of mobile technology in education has risen enormously as people use their smartphones to both learn and teach. M-learning is convenient, quick, and ideal for the on-the-go lifestyles of nowadays. M-learning is defined as the evolution of electronic learning, from a pedagogical perspective it offers flexibility, and ease of organization and stimulates the practice of teaching and learning. According to Chen et al (2016), m-learning is presented as a support for educational processes of a mobile

nature. The main characteristics of mobile learning are the ubiquitous and portable size of mobile tools and the combined, private, interactive, collaborative, and instant information. They allow students to be in the right place at the right time, that is, to be where they can experience the true joy of learning.

M-learning is a learning model that allows students to obtain learning materials anywhere and anytime using mobile technologies and the Internet. Ozdamli, F. (2011) mentions that m-learning allows students to acquire learning material at any time and place using mobile technologies and the Internet. In addition, he believes that m-learning increases student achievement by making learning accessible. So, mobile learning technologies allow to elimination of geographical borders and provide a collaborative learning environment between people. Advances in portable devices have facilitated the use of multimedia in mobile applications where students can obtain a variety of highly diversified learning resources.

The characteristics of M-learning according to Brew, M. (2017):

- **Microlearning content:** these are microlearning contents, short content of 2 to 5 minutes that contain relevant information designed to maintain attention and reinforce the retention of knowledge of the students.
- **Social learning:** mobile learning often uses social learning to drive engagement. Where users connect with their peers and share their ideas in a forum, a news feed, or a chat function.
- **Seamless access:** not all platforms contain this feature, but this continued access greatly increases engagement and makes training easier for students to access.

The advantages of mobile learning according to Brew, M. (2017) mentions that 80% of the world's population are now using smartphones. Robison, J. (2020) says that more than half of people always have their smartphones nearby. Nowadays, mobile applications allow a modern student to access educational resources through the device. It is more efficient because m-learning improves productivity, mobile learning having 24/7 access to bitesize mobile training modules via the device they already use is essential, in this case, these make learning even more accessible and ensure that they always have access to the information they need.

### **1.2.1.3. Brainlang App**

BrainLang is an app that develops the ability to listen, simply by training the ear through the Visual Listening methodology (BrainLang, 2015). Moreover, the BrainLang app helps develop listening skills and acquire language. Language is knowledge, it is a skill, and the users have to train it. These learnings require practicing what they learned and users can acquire the language from the training. This app trains their ear with content adapted to the level of each user (BrainLang, 2015).

The characteristics of this mobile learning, first of all, BrainLang is accessible via the web with any browser, on mobiles, and on any device, and also has new native Apps for IOS and Android that even allow "training without an Internet connection". In addition, it has Daily Training, the training consists of a set of 7 video stories (created by scriptwriters and categorized into levels by linguists). The system chooses the right ones for you, of an appropriate level of difficulty so that you can understand "half or more". You can regulate that level of difficulty (and calibrate it by doing comprehension tests). The users can find these activities in the app, for example, (Listen) listen to phrases from stories already seen and complete the texts by writing. Another example, is Conquer Words, users can play to identify the words from their bag of words, and also, the bag of words, in the bag of words are those that have been added to the training, and that they can then practice acquiring new vocabulary.

Moreover, the methodology of it is focused on visual listening. It is the renewed look of that old maxim: An image is worth more than a thousand words. The brain knows that and appears effortlessly. For several decades, University of California linguist Stephen Krashen has argued, that languages must be learned unconsciously. In the same way that a child acquires his or her mother language. The platform has simple messages (audiovisual resources), where users can see and listen, effortlessly. Listening, paradoxically you can read, visually (Schütz, 2019). In today's world, there are many different audio-visual aids available. These tools have become necessary in classrooms, from early childhood education to adult learning environments. Students have been able to learn and retain more information with these tools, as well as focus their attention more easily. The use of audiovisual technology has evolved communication. Students and teachers can also benefit from these innovations in the classroom environment. Audiovisual (AV) is a term that combines audio, video, and digital technologies. It is

becoming more common in today's society because it allows us to do things we could never do before.

The use of audiovisual technology is effective to use it as a teaching tool. For instance, to illustrate concepts and for verbal explanations or presentations, the teacher can use video in the class. Interactive whiteboards that display images from around the world can also be used by teachers. Teachers can teach with different equipment and play various interactive roles in the classroom, allowing them to interact more easily with their students.

Some means help to improve students' listening ability in a didactic and attractive way. The medium used in the present investigation is the audiovisual aid of the BrainLang app that uses this medium.

### **Audio-visual media**

The word media comes from the Latin 'medium' meaning carrier or escort, a thing that brings information from the source to the receiver. Media can be classified into visual, audio, and audiovisual media. Audiovisual media (AVM) is media that can be viewed and listened to simultaneously. The use of AVM in EFL teaching has become common practice for English teachers. Today, the Internet and the availability of new technologies have made the task of language teachers much easier. Teachers can download AVM for students from the Internet Kirana, M. (2016).

Application of Audio-Visual in Teaching. Teaching has never been easier when have the right tools to deliver information in an engaging and creative manner. Some ideas can be incorporated into the classes:

- Audio-visual aids can be used to explain concepts, such as flip charts, overhead transparencies, posters, or electronic presentations.
- Audio-visual aids such as interactive boards can provide an engaging presentation during the lecture.
- Audio-visuals can improve students' ability to perceive visuals and audios.
- The using audio-visual aid in the class attracts the attention of students.

### **The Benefits of Using Audio Visuals in the Classroom**

The benefits of using AVM in the classroom for young learners are as follows. First, movement, having moving images has an advantage in representing concepts. In

addition, dramatic re-enactments allow students to observe and analyze a broad concept. Afterward, visualization allows effective learning due to its great potential for impact, since it helps to obtain significant learning. Finally, audiovisual materials, such as documentary videos and images, can help students gain a broader view of a topic, allowing them to understand the concepts related to the topic holistically. In addition, audiovisual media can enhance the learning process by creating a more engaging and exciting learning environment between teachers and their students.

## **1.2.2. Dependent variable**

### **1.2.2.1. English language**

The English language is multifunctional because it can use in science, aviation, diplomacy, and tourism. English is the language of international communication, the media, and the internet, so learning English is essential for socializing and improving the level of education. There are around 400 million people who speak English across the world, even though it is the official language of 53 countries.

It refers to individuals who learn the English language and includes children and adults of all ages. Learning to speak English is also an important tool for personal development. In this sense, learning a language favors a greater development of the brain, improving memory, the ability to concentrate, and multitasking skills. The research carried out by Rossie, U (2019) mentions that:

English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Har, F. (2022) mentions that as a result of the confinement of pandemic (COVID-19) the learning of the English language took a change from face-to-face education to online classes. Education thanks to technology had a modernization change since educators can use digital games to teach and learn. The pandemic resulted in a change in learning since today it is characterized by the use of a variety of instructional strategies, games, and technologies. As technology becomes more present in game-based learning, motivation develops in students. As a result of the pandemic, learning had modernized and the use of technology has been the main tool for the instruction of knowledge to

students, the same ones who have motivation since they have innovative resources to acquire, in this case, a new English language.

### **1.2.2.2. Language skills**

Listening, speaking, reading, and writing are the four stages of learning a native language. For complete communication, to need to be able to listen, speak, read, and write. According to Marlina, R (2018) the outcomes of English being an international language have led to a reassessment of how receptive (listening and reading) and productive (speaking and writing) skills are taught. **Listening** is the ability to decode the meaning of an audio string, reading is the ability to decode the meaning of a written string, writing is the ability to encode thoughts and concepts into written form, and speaking is the ability to encode thoughts and concepts into oral form.

Kishore, K. 2021 mentions that every activity from reading to writing an email, listening to a podcast, and speaking in a meeting constitutes communication. Whether with friends or at work, they have to communicate every day, all the time. Communicating ideas clearly and precisely requires language skills. Not only learn to speak well but also listen attentively. In a professional setting, it is crucial to be able to write clearly and concisely. Reading helps to make sense of vast amounts of data and information. Developing linguistic skills help one become a proficient communicator who knows how to effectively get from point A to B. Basic language skills that need today are listening, speaking, reading, and writing. Regardless of whether be a student or professional, years of experience or goals, linguistic skills always come in handy.

### **Reading skill**

The reading skill is an essential and challenging skill because it first applies the recognition of letter sounds, the correct pronunciation of words, the recognition of structures, and sentence comprehension depending heavily upon adequate working memory. For this reason, each sentence that is read must be understood, associated, and integrated for a better understanding. After reading a text, the reader must understand and comprehend the main idea of the text, in addition to connecting the ideas of the text. Secondly, it is a challenging skill as it is restricted by age since children must learn to read and recognize all that developing the skill of reading implies Susan, P (2022).

## **Speaking skill**

Kiran et al (2021) say that speaking is the delivery of language through the mouth. Among the parts of bodies used to produce sounds are our lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is usually the second language skill we learn in our own language. The ability that most learners would like to improve is their speaking skill. The only language skill that was difficult to practice online used to be this one. This is no longer the case. Skype, voice chat, and other services can be used by English learners to practice speaking online. They can also record and upload their voice for other people to listen to.

## **Writing Skills**

Dan, M (2022) states that writing is a fundamental academic activity. Communication in text format requires writing skills in order to be clear and organized. While it is common to think that writing is a single skill, it can be broken down into component skills that make a good writer such as grammar, and structure. The ability to write is a skill that allows students to gain many other vital skills to help them succeed in academics, careers, and also in other relevant aspects of their lives. Namely, for roles in academia, advertising, copywriting, content creation, digital media, editing, journalism, etc.

## **Listening skill**

Kishore, K (2021) points out that listening involves much more than just hearing what someone has to say. A clear understanding of the difference between hearing and listening is essential. Hearing is when you do not really register the words, instead, nod and smile while the mind drifts off to neverland. Listening is an activity where you are fully engaged. Not only registering their words but also getting curious to learn more. Listening successfully usually ends with asking follow-up questions about the speaker's intent, drive, and purpose.

In summary, listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. It is easy for messages to be misunderstood if one is not able to listen effectively. Due to this, communication breaks down, which can lead to frustration and irritability in the sender.

It is crucial to master listening if you want to be a good communicator in the English language.

### **1.2.2.3. Listening Skill**

*“The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention”* by Dr. Rachel Naomi Remen.

This study is supported by the theory of Alison Doyle, A. (2021) (Types of Listening Skills with Examples):

*“Listening is the complex and selective process of receiving, focusing, deciphering, accepting and storing.”*, the ability to listen is also to receive and interpret messages correctly during a conversation. Listening is key to effective communication without the ability to listen effectively, messages are easily misinterpreted. If there is a communication skill that one must aspire to master, then listen to it Doyle, A. (2021).

To conclude, listening is an important activity to pay attention to and try to understand what we are listening to. To listen well, they need to know what the speaker means when he uses a particular word in a particular situation because understanding the word itself is not enough. It is also mentioned that a conscious effort and the willingness to listen effectively are needed. It is through listening that most of the learning takes place. New ideas are then verbally accepted every day. For example, listening to lectures during class to absorb knowledge. Students can learn communication skills by listening to and observing model speeches.

According to BF Skinner's theory of learning, a person is first exposed to a stimulus, which causes a response, and then the response is reinforced (stimulus, response, reinforcement). This, ultimately, is what conditions our behaviors. The ABC's of Behaviorism were developed to make this process easier to remember. An ABC is an antecedent (stimulus), a response (response), and a consequence (reinforcement). Operant behaviors (actions under control) differ from respondent behaviors. Skinner described the respondents' behaviors as anything that occurs reflexively or automatically, such as flicking their hand back when it accidentally touches a hot pan. In addition, Skinner affirms that when students are dominated by an atmosphere of depression, what they want



is to get out of a bind and not really learn or improve. A reinforcing stimulus must follow a response in order for learning to occur.

- Multiple: Application of two or more different programs.
- Composite: Reinforcement of two or more responses with one or more programs.
- Concurrent: Reinforcement of two or more responses with one or more programs.
- Punishment: It is when an aversive stimulus is used to obtain a reduction in the rate of a response

For the development of the class, the following method was taken:

### **Audio-lingualism**

Foreign language teaching through audio-lingualism emphasizes learning grammatical and phonological structures, especially for speaking and listening. As a behaviorist theory, it emphasizes mechanical repetition and formation as the basis of learning. Taylor, A (2019) based on Skinner's behaviorism theory, it was assumed that a human being can be trained through a reinforcement system. Positive feedback is given for correct behavior, while negative feedback is given for errors.

Moreover, the Audio-Lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on understanding words, but rather on acquiring structures and patterns in common everyday dialogue. These patterns are obtained, repeated, and tested until the answers given by the student in the foreign language are automatic.

Some characteristics of this method are:

- Patterns of structural relationships are taught through the exercises.
- Memorization of set phrases with an emphasis on intonation is required.
- The majority of grammatical explanations are omitted.
- Vocabulary is taught in context.
- Audiovisual aids are used.
- The focus is on pronunciation
- Correct responses are immediately positively reinforced

### **1.3. Objectives**

#### **1.3.1. General objective**

- To evaluate the effectiveness of the BrainLang app in listening skill.

#### **1.3.2. Specific objectives**

- To diagnose the students' listening skill level.
- To analyze the importance of the Brainlang app in listening skill.
- To establish the effectiveness of the BrainLang app in listening skill.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Materials**

This research was successfully developed with the assistance of institutional, human, technological, and digital resources. First of all, the research was carried out at Unidad Educativa "17 de Abril" in the second year of high school taking into account that there were 2 parallels "A" and "B" one experimental and the other control with a total of 80 students. The English level of the students was targeted at A2 according to the Common European Framework. This study used a variety of instruments to develop the experiment during the defined period of time.

The instruments to identify the level of listening ability of the students are among the main instruments is the use of a pre-test and a post-test. The Cambridge KET A2 hearing exam, from which the full test is taken, provided these standardized test instruments. First, the pre-test was applied to start in the experimental and control group, this test helped to determine the initial listening level of the students. Next, the treatment proposed in this research was applied using the BrainLang application as the main approach. Finally, the post-test was applied to check if the students improved their levels of listening comprehension after the application of the proposed project. It should be noted that both the pretest and the posttest were the same, and the time for each test was 40 minutes in total. Each part of the test had its audio that was repeated three times in total with 20-second intervals for the student to read the questions. On the other hand, part 1 of the test consisted of five multiple-choice questions (A, B, C) for each question,

students had to choose the correct answer, with the facility that the options were images which facilitated understanding. of the students. Part 2 of the KET consisted of five questions where for each question, write the correct answer in the blank, students had to write a word or a number or a date or a time. Continuing with parts 3 consists of five multiple choice questions (A, B, C) with specific information. Part 4 of the test consisted of five multiple-choice questions for each part, students had to complete five multiple-choice questions (A, B, C), but they were more complex because they contained information and a question where students had to have a good understanding to be able to analyze the answer. Finally, in part 5, it is about relation where the students had to choose the correct letter from the right column and relation with the one from the left as appropriate.

### 2.1.1. Population

The research study considered Unidad Educativa “17 de Abril” as the field of study. In one class, the experimental group was junior high school students (2nd BGU taking into account that there were 2 parallels "A" and "B"), they used the BrainLand app. The selected class was constituted of 44 male students and 36 female students. The range of age is between 16 to 17 years old.

**Table 1**

#### *Population*

<b>Population</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	44	55%
<b>Female</b>	36	45%
<b>Total</b>	80	100%

**Note:** information taken from students of 2<sup>nd</sup> year BGU sections A and B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

### 2.1.2. Instrument

A Cambridge pre-test was used to assess the level of listening skills. As according by (M, 2016) mentions, “Objective tests are made up of a set of clear and precise questions that admit a single correct answer and whose qualification is always uniform and precise”. Moreover, a Cambridge post-test was used to evaluate the evolution of the students when using the BrainLang app.

### **2.1.3. Data collection procedure**

This research was used a pre-test and post-test for the collection of data, which after being applied respectively yielded individual data to identify the students' initial level of listening skill. This analysis shows differences between the results of the pretest, administered at the beginning to the students without any treatment, and the posttest, administered with audiovisual media (BrainLang app) after treatment, were observed. Both the pre-test and the post-test have a score of 40 points.

The research involved developing and distributing lesson plans for 10 sections in presentational mode during four weeks of classes. On the other hand, the research was experimental due to evaluate the effect of the intervention of the BrainLang app on the students, it has two treatment groups parallels "A - B" morning section all classes were thrice per week per each parallel, Monday (4 hours); Tuesday (1 hour); Wednesday (1 hour). The researcher assumed the role of a teacher during this process, introducing the general information to the students so that they would understand what the experiment was about and what the sections were that were planned.

The researcher was used the Cambridge KET exam for evaluating the students' initial level of listening skill group of control and experimental. This test contained five parts in total and was evaluated on 25 points in total. On the other hand, in the first class, (40 students) the students' experimental group's classes started with warm-up activity, for example, the where the students had to match images recognizing previous vocabulary before starting the class, another mime of words, hanged, and relaxation music, also were explained how to use the BrainLang app and the activity process with audio-visual media they can perform through this application. They were shown how to access the application and how to register to start using it. The teacher continued to explain to the students on how to perform the first activity through the using of the BrainLang app, in which they had to watch and listen to the audio-visual media proposed on the BrainLang app to develop their ability. As part of their first activity, students had to identify the words they did not know and add them to the word box to practice and learn new vocabulary later. Next, the students had to complete an activity to strengthen their listening skills the use of a little quiz, where they had to choose a correct answer that was based on the same audio-visual media proposed from the beginning of the class. Finally, the students had to do an evaluation activity for writing or speaking, the same ones that were graded with a rubric. Each class was for 40' minutes.

Moreover, in the control group (40 students) it was explained that the teaching methodology was going to be the same. The grammar topics were going to be the same as their teacher had in her planning however added some listening exercises. Each class lasted 40 minutes, where it began with a warm-up activity reinforcing listening comprehension where students completed small texts according to the grammar point, also helping students with the acquisition of new vocabulary. Afterward, the grammatical explanation or reinforcement of grammatical structures continued, for example, present simple, present perfect, frequency warnings, etc. Finally, the students carried out an evaluation activity where the students completed sentences, wrote small opinion paragraphs, or talked about some topic in the class, the same ones that were graded with a rubric.

As a final step, the post-test was also administered in this last session of the experiment. For this part of the experiment, the students were asked to perform the post-test at the indicated time (40 minutes). This test contained five parts and was evaluated on 25 points. In addition, it is worth mentioning that clear instructions were given to complete this last class session.

## **2.2. Methods**

### **2.2.1. Research Approach**

In the current, the quantitative method was used. According to (Winston-Salem State University, 2022), a quantitative approach can describe the current status and provide systematic information on an identified variable. This project attempts to determine the extent of the relationship between the Brainlang app and listening skill. This type of research recognized trends and patterns in data on the level of English listening skills. The investigation gave numerical results, which were obtained from data from the level of listening skills.

### **2.2.2. Experimental research**

Moreover, this research was based on experimental research, because this modality is a quantitative data collection. This has the aim to collect the level of listening skills and evaluate the development of listening skills through the BrainLang app. The objective of using this modality is to evaluate and diagnosticate how the students develop their listening skills using this application where you want to identify how the different environmental variables may affect the students' listening skills.

### **2.2.3. Research modality**

#### **2.2.3.1. Bibliographic – documentary**

This study was conducted based on a combination of bibliographic and documentary research and fieldwork. In the first place, it was a bibliographic, a documentary, because the theory was based on papers, online articles, books, and scientific articles, books, and scientific articles, also the use of electronic media such as cell phones or computers, and websites such as BrainLang. This modality provided the relevant information to this project.

#### **2.2.3.2. Field research**

Field research is a method of collecting quantitative data involving people in their natural habitat with the aim of understanding them, observing them, and interacting with them. The process requires the use of specialized market research tools. The purpose of this study is to identify the effects of different variables in a specific setting on a subject in order to understand how they may be interacting with the subject in this setting. The use of field research is most prevalent in social science fields, such as anthropology and health care professions, because theoretical and practical work must be connected.

### **2.2.4. Type of Research**

#### **2.2.4.1. Descriptive research**

McCombes (2019), descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This research is going to focus on a description of the effects that the use of the BrainLang app causes in the development of listening skills in students.

#### **2.2.4.2. Exploratory research**

This investigation was exploratory because it relies on previous investigations, because it allowed knowing the first-hand opinions of experts, and also to know the opinion of the users of the BrainLang application, which allows us to see the influence of this application in the improvement of listening skills.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1. Analysis and discussion of the results

This chapter refers to all the information obtained during the research process with the second BGU high school major students at Unidad Educativa "17 de Abril". In this can find relevant information about the results obtained by the control and experimental groups before and after treatment. All this data is represented in tables in order to provide a full understanding of the results; each table includes an explanation and analysis of the results.

It is important to mention that the experiment was conducted with 80 students in a total with 2 parallels (A - B) one group experimental parallel "A" and one group control parallel "B", each group with 40 students. Pre- and post-tests were performed by students in the control group, but no treatment was given; however, the experimental group students likewise took pre-and post-tests and underwent treatment using the BrainLang app.

Among the three categories of this chapter, the first one focuses on the results obtained before and after the treatment from the pretest and posttest. The results obtained from the pre-test for the control group and experimental group are also displayed in tables, which are converted to mean over 10 points, as well as the post-test results for both groups, together with a general comparison between the results of both tests comparing the control group with the experimental group. Secondly, the hypothesis is verified using three tables, showing the correlation between the results obtained and confirming that the hypothesis proposed in this research is valid. In order to determine this, the results of the pre-and post-tests were analyzed with SPSS software and the T-test statistic were used to verify that the value of the mean was lower, thereby rejecting the null hypothesis, while accepting the proposed hypothesis.

##### 3.1.1. Method of analysis

The statistical analysis method was used to analyze both the pre-and post-test results. According to Joyce, T. (2014), statistical methods are useful in obtaining information about the unknown state of nature or the 'parameter' as it is usually referred

to in the literature. A statistician collects suitable data whose distribution depends on the unknown parameter.

### 3.2. Data interpretation

#### 3.2.1. Pre-test from the control and experimental group

**Table 2**

*Pre-test results for each part from the experimental group*

<b>Participants</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>	<b>Score over 25</b>
Student 1	4	0	3	1	3	11
Student 2	4	1	3	1	3	12
Student 3	4	0	3	0	3	10
Student 4	4	1	3	1	4	13
Student 5	4	1	4	0	4	13
Student 6	5	2	4	0	4	14
Student 7	4	0	4	0	3	11
Student 8	4	1	3	1	3	12
Student 9	3	0	4	1	2	10
Student 10	3	0	3	1	2	9
Student 11	4	1	3	0	4	12
Student 12	4	0	4	1	3	12
Student 13	4	1	3	1	4	13
Student 14	5	1	4	1	4	14
Student 15	4	1	4	1	2	12
Student 16	4	2	3	2	2	13
Student 17	3	1	4	1	2	11
Student 18	4	1	3	0	3	11
Student 19	4	0	3	1	2	10
Student 20	4	1	3	1	3	12
Student 21	5	2	4	2	3	14
Student 22	4	0	2	1	2	10
Student 23	5	0	3	1	1	10



Student 24	4	1	4	1	1	11
Student 25	4	0	4	1	3	12
Student 26	4	1	3	2	3	13
Student 27	5	1	4	1	2	13
Student 28	5	1	4	1	4	14
Student 29	4	2	5	1	4	14
Student 30	4	1	3	2	3	13
Student 31	4	1	4	1	1	11
Student 32	4	0	3	2	3	12
Student 33	4	1	4	2	2	13
Student 34	5	2	4	0	4	14
Student 35	4	1	3	1	2	12
Student 36	4	2	3	2	3	14
Student 37	4	1	3	0	4	12
Student 38	4	0	2	2	3	11
Student 39	4	1	3	2	3	13
Student 40	4	0	4	1	3	11

**Note:** Results obtained from the experimental group of the pre-test of 2nd BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 3**

*Pre-test results from the experimental group*

<b>Participants</b>	<b>Scores over 25</b>	<b>Scores over 10</b>
<b>Student 1</b>	11	4,4
<b>Student 2</b>	12	4,8
<b>Student 3</b>	10	4
<b>Student 4</b>	13	5,2
<b>Student 5</b>	13	5,2
<b>Student 6</b>	14	5,6
<b>Student 7</b>	11	4,4
<b>Student 8</b>	12	4,8
<b>Student 9</b>	10	4

<b>Student 10</b>	9	3,6
<b>Student 11</b>	12	4,8
<b>Student 12</b>	12	4,8
<b>Student 13</b>	13	5,2
<b>Student 14</b>	14	5,6
<b>Student 15</b>	12	4,8
<b>Student 16</b>	13	5,2
<b>Student 17</b>	11	4,4
<b>Student 18</b>	11	4,4
<b>Student 19</b>	10	4
<b>Student 20</b>	12	4,8
<b>Student 21</b>	14	5,6
<b>Student 22</b>	10	4
<b>Student 23</b>	10	4
<b>Student 24</b>	11	4,4
<b>Student 25</b>	12	4,8
<b>Student 26</b>	13	5,2
<b>Student 27</b>	13	5,2
<b>Student 28</b>	14	5,6
<b>Student 29</b>	14	5,6
<b>Student 30</b>	13	5,2
<b>Student 31</b>	11	4,4
<b>Student 32</b>	12	4,8
<b>Student 33</b>	13	5,2
<b>Student 34</b>	14	5,6
<b>Student 35</b>	12	4,8
<b>Student 36</b>	14	5,6
<b>Student 37</b>	12	4,8
<b>Student 38</b>	11	4,4
<b>Student 39</b>	13	5,2
<b>Student 40</b>	11	4,4

**Note:** Results obtained from the experimental group of the pre-test of 2nd BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 4***Pre-test frequency from the experimental group*

		<b>Frequency</b>
<b>Valid</b>	3.60	1
	4.00	5
	4.40	8
	4.80	10
	5.20	9
	5.60	7
	<b>Total</b>	<b>40</b>

**Note:** Results obtained from the experimental group of the pre-test of 2nd BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 5***Pre-test results for each part from the control group*

<b>Participants</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>	<b>Score over 35</b>
Student 1	4	0	4	1	2	11
Student 2	3	1	4	1	3	12
Student 3	4	0	4	1	1	10
Student 4	3	1	4	1	4	13
Student 5	4	1	4	1	3	13
Student 6	4	1	5	2	2	14
Student 7	3	0	4	2	2	11
Student 8	3	1	4	1	3	12
Student 9	4	0	3	1	2	10
Student 10	3	0	2	1	0	9
Student 11	4	1	3	2	2	12
Student 12	4	1	4	1	2	12
Student 13	4	1	3	2	2	13
Student 14	5	2	4	1	1	14
Student 15	4	1	3	2	2	12

Student 16	3	2	3	2	3	13
Student 17	4	1	4	1	1	11
Student 18	4	1	3	1	2	11
Student 19	3	1	4	1	1	10
Student 20	4	1	3	2	2	12
Student 21	5	2	4	1	2	14
Student 22	3	1	3	1	2	10
Student 23	4	0	3	1	2	10
Student 24	3	1	4	0	3	11
Student 25	4	1	4	1	2	12
Student 26	4	1	4	2	2	13
Student 27	4	1	3	2	2	13
Student 28	5	2	3	2	2	14
Student 29	5	2	4	0	2	14
Student 30	4	1	4	1	3	13
Student 31	4	0	4	0	3	11
Student 32	3	1	4	1	3	12
Student 33	4	2	3	1	4	13
Student 34	5	2	2	2	3	14
Student 35	4	1	3	1	3	12
Student 36	4	2	4	2	2	14
Student 37	4	1	3	2	2	12
Student 38	3	2	3	1	2	11
Student 39	4	1	3	0	4	13
Student 40	3	1	4	1	2	11

**Note:** Results obtained from the control group of the pre-test of 2nd BGU sections B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 6**

*Pre-test results from the control group*

<b>Participants</b>	<b>Scores over 25</b>	<b>Scores over 10</b>
<b>Student 1</b>	12	4,8

<b>Student 2</b>	13	5,2
<b>Student 3</b>	11	4,4
<b>Student 4</b>	12	4,8
<b>Student 5</b>	13	5,2
<b>Student 6</b>	13	5,2
<b>Student 7</b>	12	4,8
<b>Student 8</b>	13	5,2
<b>Student 9</b>	11	4,4
<b>Student 10</b>	14	5,6
<b>Student 11</b>	13	5,2
<b>Student 12</b>	14	5,6
<b>Student 13</b>	13	5,2
<b>Student 14</b>	14	5,6
<b>Student 15</b>	12	4,8
<b>Student 16</b>	12	4,8
<b>Student 17</b>	11	4,4
<b>Student 18</b>	11	4,4
<b>Student 19</b>	12	4,8
<b>Student 20</b>	11	4,4
<b>Student 21</b>	13	5,2
<b>Student 22</b>	10	4
<b>Student 23</b>	11	4,4
<b>Student 24</b>	12	4,8
<b>Student 25</b>	12	4,8
<b>Student 26</b>	13	5,2
<b>Student 27</b>	12	4,8
<b>Student 28</b>	14	5,6
<b>Student 29</b>	14	5,6
<b>Student 30</b>	12	4,8
<b>Student 31</b>	12	4,8
<b>Student 32</b>	11	4,4
<b>Student 33</b>	12	4,8
<b>Student 34</b>	14	5,6

<b>Student 35</b>	11	4,4
<b>Student 36</b>	12	4,8
<b>Student 37</b>	12	4,8
<b>Student 38</b>	11	4,4
<b>Student 39</b>	14	5,6
<b>Student 40</b>	12	4,8

**Note:** Results obtained from the control group of the pre-test of 2nd BGU sections B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 7**

*Pre-test frequency from the control group*

		<b>Frequency</b>
<b>Valid</b>	4.00	1
	4.40	9
	4.80	15
	5.20	8
	5.60	7
	<b>Total</b>	40

**Note:** Results obtained from the control group of the pre-test of 2nd BGU sections B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 8**

*Pre-test score out of 10*

<b>Test</b>	<b>Experimental group</b>	<b>Control group</b>	<b>Difference</b>
<b>Pre-test</b>	4.82	4.91	0.09

**Note:** Results obtained from the control and experimental groups of the pre-test from students of 2<sup>nd</sup> BGU sections A - B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

### **Analysis and interpretation**

Table 8 shows the average score out of 10 points obtained by the 40 students in the control group and the experimental group in the listening pre-test. It is observed that in the first column, the students of the experimental group obtained 4.82 points out of a total of 10, while in the right column, the results of the control group are shown, where the students obtained 4.91 points out of a total of 10.

Therefore, it can be verified that in general, the whole course had poor listening comprehension competence because both groups i.e. the control group and the experimental group did not reach a high score or above the minimum required average i.e. higher than 7. Although all students are at the same level, there is a difference of 0.09 between the experimental and control groups' results.

### 3.2.2. Post-test from control and experimental group

**Table 9**

*Post-test results for each part from the experimental group*

<b>Participants</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>	<b>Score over 35</b>
Student 1	5	3	4	4	5	<b>21</b>
Student 2	5	4	4	4	5	<b>22</b>
Student 3	4	4	4	4	4	<b>20</b>
Student 4	5	4	5	4	5	<b>23</b>
Student 5	5	4	5	4	5	<b>23</b>
Student 6	5	4	5	5	5	<b>24</b>
Student 7	5	3	5	3	5	<b>21</b>
Student 8	4	4	5	4	5	<b>22</b>
Student 9	5	3	4	4	4	<b>20</b>
Student 10	4	3	4	4	4	<b>19</b>
Student 11	4	4	4	3	4	<b>19</b>
Student 12	4	4	4	4	4	<b>20</b>
Student 13	5	4	5	5	5	<b>24</b>
Student 14	5	4	5	4	4	<b>22</b>
Student 15	5	4	5	4	5	<b>23</b>
Student 16	4	3	4	4	5	<b>20</b>
Student 17	5	3	3	3	4	<b>18</b>
Student 18	5	3	4	4	4	<b>19</b>
Student 19	5	3	4	3	5	<b>20</b>
Student 20	5	3	4	4	5	<b>21</b>
Student 21	5	4	5	4	5	<b>23</b>
Student 22	4	4	5	4	5	<b>22</b>

Student 23	5	4	4	4	4	<b>21</b>
Student 24	4	4	4	4	4	<b>20</b>
Student 25	5	5	5	4	5	<b>24</b>
Student 26	4	3	4	4	4	<b>19</b>
Student 27	5	3	4	3	5	<b>20</b>
Student 28	5	4	4	3	4	<b>20</b>
Student 29	5	4	4	5	4	<b>22</b>
Student 30	5	4	4	3	5	<b>21</b>
Student 31	5	4	4	4	4	<b>21</b>
Student 32	5	3	4	4	4	<b>20</b>
Student 33	5	5	5	5	5	<b>25</b>
Student 34	5	3	4	4	5	<b>21</b>
Student 35	4	4	4	4	4	<b>20</b>
Student 36	5	5	5	5	5	<b>25</b>
Student 37	5	4	5	4	5	<b>23</b>
Student 38	5	2	4	4	4	<b>20</b>
Student 39	5	4	4	4	5	<b>22</b>
Student 40	5	3	4	4	5	<b>21</b>

**Note:** Results obtained from the experimental group of the post-test of 2nd BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 10**

*Post-test result from the experimental group*

<b>Participants</b>	<b>Scores over 25</b>	<b>Scores over 10</b>
<b>Student 1</b>	21	8,4
<b>Student 2</b>	22	8,8
<b>Student 3</b>	20	8
<b>Student 4</b>	23	9,2
<b>Student 5</b>	23	9,2
<b>Student 6</b>	24	9,6
<b>Student 7</b>	21	8,4
<b>Student 8</b>	22	8,8



<b>Student 9</b>	20	8
<b>Student 10</b>	19	7,6
<b>Student 11</b>	19	7,6
<b>Student 12</b>	20	8
<b>Student 13</b>	24	9,6
<b>Student 14</b>	22	8,8
<b>Student 15</b>	23	9,2
<b>Student 16</b>	20	8
<b>Student 17</b>	18	7,2
<b>Student 18</b>	19	7,6
<b>Student 19</b>	20	8
<b>Student 20</b>	21	8,4
<b>Student 21</b>	23	9,2
<b>Student 22</b>	22	8,8
<b>Student 23</b>	21	8,4
<b>Student 24</b>	20	8
<b>Student 25</b>	24	9,6
<b>Student 26</b>	19	7,6
<b>Student 27</b>	20	8
<b>Student 28</b>	20	8
<b>Student 29</b>	22	8,8
<b>Student 30</b>	21	8,4
<b>Student 31</b>	21	8,4
<b>Student 32</b>	20	8
<b>Student 33</b>	25	10
<b>Student 34</b>	21	8,4
<b>Student 35</b>	20	8
<b>Student 36</b>	25	10
<b>Student 37</b>	23	9,2
<b>Student 38</b>	20	8
<b>Student 39</b>	22	8,8
<b>Student 40</b>	21	8,4

**Note:** Results obtained from the experimental group of the post-test of 2nd BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 11**

*Post-test frequency from the experimental group*

		<b>Frequency</b>
<b>Valid</b>	7.20	1
	7.60	4
	8.00	11
	8.40	8
	8.80	6
	9.20	5
	9.60	3
	10.00	2
	<b>Total</b>	<b>40</b>

**Note:** Results obtained from the experimental group of the post-test of 2nd BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 12**

*Post-test results for each part from the control group*

<b>Participants</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>	<b>Part 4</b>	<b>Part 5</b>	<b>Score over 35</b>
Student 1	4	0	4	0	3	11
Student 2	4	1	3	1	3	12
Student 3	4	0	3	0	3	10
Student 4	4	1	3	1	4	13
Student 5	4	1	3	1	4	13
Student 6	5	2	4	0	4	14
Student 7	4	0	4	0	3	11
Student 8	4	1	3	1	3	12
Student 9	3	0	4	1	2	10
Student 10	3	0	3	1	2	9
Student 11	4	1	3	0	4	12
Student 12	4	0	4	1	3	12

Student 13	4	1	3	1	4	13
Student 14	5	1	3	2	4	14
Student 15	4	1	3	1	3	12
Student 16	4	2	3	2	2	13
Student 17	4	1	4	1	1	11
Student 18	4	1	3	0	3	11
Student 19	4	0	2	1	2	10
Student 20	4	0	3	2	3	12
Student 21	5	2	4	2	3	14
Student 22	2	1	3	2	3	10
Student 23	2	1	3	1	3	10
Student 24	3	1	3	2	2	11
Student 25	3	1	4	1	3	12
Student 26	3	1	3	2	4	13
Student 27	2	1	4	2	4	13
Student 28	4	1	4	2	3	14
Student 29	4	2	3	2	3	14
Student 30	4	2	3	3	2	13
Student 31	2	2	4	1	2	11
Student 32	3	1	4	2	2	12
Student 33	4	1	3	1	4	13
Student 34	4	1	4	2	4	14
Student 35	3	1	3	2	3	12
Student 36	4	2	4	2	4	14
Student 37	3	1	3	2	3	12
Student 38	3	1	4	2	1	11
Student 39	4	1	3	1	4	13
Student 40	3	1	4	1	2	11

**Note:** Results obtained from the control group of the post-test of 2nd BGU sections B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 13***Post-test results from the control group*

<b>Participants</b>	<b>Scores over 25</b>	<b>Scores over 10</b>
<b>Student 1</b>	17	6,8
<b>Student 2</b>	20	8
<b>Student 3</b>	17	6,8
<b>Student 4</b>	18	7,2
<b>Student 5</b>	18	7,2
<b>Student 6</b>	17	6,8
<b>Student 7</b>	16	6,4
<b>Student 8</b>	18	7,2
<b>Student 9</b>	17	6,8
<b>Student 10</b>	20	8
<b>Student 11</b>	20	8
<b>Student 12</b>	16	6,4
<b>Student 13</b>	18	7,2
<b>Student 14</b>	15	6
<b>Student 15</b>	20	8
<b>Student 16</b>	20	8
<b>Student 17</b>	15	6
<b>Student 18</b>	19	7,6
<b>Student 19</b>	15	6
<b>Student 20</b>	16	6,4
<b>Student 21</b>	17	6,8
<b>Student 22</b>	15	6
<b>Student 23</b>	20	8
<b>Student 24</b>	18	7,2
<b>Student 25</b>	16	6,4
<b>Student 26</b>	15	6
<b>Student 27</b>	17	6,8
<b>Student 28</b>	17	6,8
<b>Student 29</b>	19	7,6

<b>Student 30</b>	18	7,2
<b>Student 31</b>	15	6
<b>Student 32</b>	20	8
<b>Student 33</b>	19	7,6
<b>Student 34</b>	15	6
<b>Student 35</b>	17	6,8
<b>Student 36</b>	20	8
<b>Student 37</b>	18	7,2
<b>Student 38</b>	17	6,8
<b>Student 39</b>	18	7,2
<b>Student 40</b>	19	7,6

**Note:** Results obtained from the control group of the post-test of 2nd BGU sections B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 14**

*Post-test frequency from the control group*

		<b>Frequency</b>
<b>Valid</b>	4.40	5
	4.80	17
	5.20	9
	5.60	9
	<b>Total</b>	40

**Note:** Results obtained from the control group of the post-test of 2nd BGU sections B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

**Table 15**

*Post-test average score over 10*

<b>Test</b>	<b>Experimental group</b>	<b>Control group</b>	<b>Difference</b>
<b>Post-test</b>	8.51	4.96	3.55

**Note:** Results obtained from the control and experimental groups of the post-test from students of 2<sup>nd</sup> BGU sections A - B at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

### Analysis and interpretation

Table 14 shows the average score out of 10 points obtained by the 80 students of the experimental group and control group in the listening post-test. In the first column, the students of the experimental group obtained 8.51 points out of a total of 10. In contrast, in the right column, the experimental group's results are shown, where the students received 5.02 points out of a total of 10.

Therefore, it can be observed through the results that the experimental group had a remarkable increase in score, while on the contrary, the control group evidence increases in score however, they have a lower score compared to the experimental group, and there is a clear difference between the control group and the experimental group of 3.55 points. Therefore, it can be deduced that in this case, the experimental group improved listening comprehension after applying the corresponding treatment.

### 3.2.3. Pre-test and Post-test comparison between control and experimental group

**Table 16**

Pre-test and post-test average scores over 10

Treatment			Control		
Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
4.82	8.51	3.69	4.91	5.02	0.11

**Note:** information taken from students of 2<sup>nd</sup> BGU sections A at Unidad Educativa “17 de Abril” elaborated by Cando, S (2022)

### Analysis and interpretation

Table number 15 represents a comparison between the scores obtained on the pre-test and post-test on a total of 10 points on the KET A2 test data taken beforehand from both the experimental and control groups. At the beginning of the experiment, the experimental group scored 4.82 out of 10 on the pre-test and 8.51 on the post-test. This means that there was an evident improvement of 3.69 in the experimental group. However, the experimental group scored 4.91 on the pre-test and 5.02 on the post-test. On the contrary, the control group only had an improvement of 0.11.

According to the data yielded perhaps from the standardized test scores that the students took, it can be easily deduced that the experimental group obtained a high score, unlike the control group. It should be noted that the group that was exposed to the

treatment through the use of the BrainLang app, that is to say, the experimental group improved and effectively developed a better understanding of the listening skill, thus concluding that the use of the BrainLang app (audiovisual media) helped to improve the listening skill of the students significantly.

### 3.3. Verification of hypotheses

To verify the hypothesis and prove that the proposed treatment worked, it was necessary to use SPSS Software to show the results of the applied pre-test and post-test. For this, the statistical method of the paired samples T-test was used, which makes a comparison of two equal samples but at different times in this case of the pre-test and post-test used during this research at the beginning and after the treatment. In addition, the statistical method of T shows the "means" that was collected from the tests (pre-test and post-test) plus the standard deviation, the correlation between both elements for the approval of the hypothesis about the use of the BrainLang app influences listening skills in 2nd BGU high school students at Unidad Educativa "17 de Abril".

#### H0 (null hypothesis)

Brainlang app does not develop listening skills.

#### Hi (alternative hypothesis)

Brainlang app develops listening skills.

**Table 17**

*Hypothesis Test Summary from the experimental group.*

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
<b>1</b>	The median of differences between A and A equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

**Note:** Results obtained from the SPSS software.

**Table 18***Test of Normality*

	Kolmogorov-Smirnow			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>A</b>	,155	40	,017	,927	40	,013
<b>B</b>	,255	40	,000	,897	40	,002
<b>A</b>	,168	40	,006	,943	40	,045
<b>B</b>	,262	40	,000	,860	40	,000

**Note:** Results obtained from the SPSS software.

**Table 19***Paired Sample Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	A	4,8200	40	,55062	,08706
	A	8,5100	40	,69570	,11000
<b>Pair 2</b>	B	4,9100	40	,43430	,06867
	B	5,0200	40	,68956	,10903

**Note:** Results obtained from the SPSS software.

**Table 20***Paired Samples Correlations*

	N	Correlation	Sig.
<b>Pair 1 A&amp;A</b>	40	,476	,002
<b>Pair 2 B&amp;B</b>	40	,837	,000

**Note:** Results obtained from the SPSS software.

**Table 21***Paired samples test*

	Paired Differences				t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			



				Lower	Upper			
<b>Pair 1 A-A</b>	-3,69000	,64997	,10277	-3,89787	-3,48213	-35,906	39	,000
<b>Pair 2 B-B</b>	-,11000	,23944	,03786	-,18658	-,03342	-2,905	39	,006

**Note:** Results obtained from the SPSS software.

### **Analysis and interpretation**

The tables presented to show the statistical results obtained through the averages obtained by the experimental group and the control group during the application of the pre and post-test to test the alternative hypothesis. On the one hand, tables 16 and 17 show the data from the Shapiro-Wilk table is considered as it is a sample of fewer than 40 participants, in which it is observed that the data are normal (Sig.) greater than 0.000. Therefore, a parametric test (T-Test) is applied. Therefore, the table shows the results in which the mean obtained can be observed, where it is verified that there is variation between the values of the pre and post-test which had a score of 25 points established by Cambridge, thus showing a difference between the means and the standard deviation.

On the other hand, Table 19 shows the results of the correlation of the pre and post-test of the experimental group of .476 with a total of 40 students. Finally, Table 20 shows the confidence interval of the difference where the lower is -3,89787 and the upper is -3,48213 in the experimental group, on the contrary, the lower is -,18658 which helps us in the verification of the hypothesis using the P-value. Therefore, it can be corroborated in this case that the P-value is .000 which is a value less than .005 so the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted which has been tested. The use of BrainLang influences listening skill.

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **1.4. 4.1. Conclusions**

After the corresponding analysis of the results obtained related to the treatment and application of instruments on the use of the BrainLang app, relevant information was obtained through which the researcher can establish the following conclusions and recommendations

- The identification of the level of the students' listening skills was given thanks to the standardized test such as the Cambridge KET A2 listening comprehension exam, which helped to know the students' initial level. According to those results, they showed the average score of 10 points obtained by the 40 experimental group students obtained 4.82, and the 40 students of the control group, where the students obtained 4.91 points out of a total of 10. Finding that the two groups obtained a deficient listening comprehension competence due to that both groups, that is, the control group and the experimental group did not achieve a high score or above the minimum required average, that is, greater than 7. Although all the students are at the same level, there is a difference of 0.09 between the results of the experimental and control groups. The conclusion was reached that the students did not score the required level of listening ability A2 according to international standards.
- After the intervention, it was possible to identify the students' perceptions of the application. It resulted in the following advantages, first, it motivated them to learn English in a different way, and second, the use of this application was fun when using it, so their listening skill was improved in a different and effective way. Therefore, through previous research that supports this research, they mention that students highly accept audiovisual media since they result in the improvement of their listening skills, for example, Hardiah, M (2018) who in his research mentions that the use of audiovisual media such as YouTube videos resulted in their use improving listening comprehension. Another author who supports this research, such as Ulima, R et al (2020) who in his research used interactive CDs based on audiovisual media that resulted in improving comprehensive listening processes. Thanks to this, the BrainLang app is considered to be a tool that allows students to practice and improve their listening skills. Because, this application offers different levels of complexity for students and various audiovisual media to promote and acquire listening skills.
- It was possible to determine the level of listening comprehension after the treatment through the BrainLang application with the application of the post-test to the experimental group, which improved significantly obtaining an average of 8.51, which indicates that the experimental group significantly improved their hearing capacity with the help of the BrainLang application through the use of audiovisual media resources. By contrast, the control group did not show much

improvement in their listening skills compared to the experimental group, as measured by post-test results, which scored an arithmetic mean of 5.02. This study demonstrated that the BrainLang application effectively improved the listening skills of the Educational Unit "17 de Abril" students. After treatment, a difference was found between the control and experimental groups based on the pre-and post-test results. As a result, the experimental group improved with the BrainLang app-based treatment, while the control group did not. There is a clear difference of 3.55 points. In this way, it can be deduced that in this case, the experimental group showed an improvement in listening comprehension after having applied the corresponding treatment

#### **1.5. 4.2. Recommendations**

The following recommendations should be taken into consideration after investigating and applying the BrainLang app to listening skills with students in a learning environment.

- To diagnose the level of students' listening skills is essential to know the students' need to have a starting point. It is recommended the use of internationally standardized tests such as the Cambridge KET exam for listening comprehension that measures an A2 level of comprehension. Starting from the level of understanding, technological alternatives can be sought to treat the shortcomings of the students.
- As a consequence of the evaluation of the development of the listening ability with the control group, it is mentioned that it is important to incorporate the best tools that involve m-learning during and outside of class to improve the listening ability of the students. Technological modernization leads to the updating of education in teaching and learning methods that result in the development and improvement of listening skills, which is important for the improvement of all skills such as reading, writing, and speaking.
- Considering the perception of most students who liked the use of the BrainLang app, it is highly recommended that teachers implement this application in the classroom and personal training to better understand listening skills. It has been shown that with this application with audio-visual media, continuous and accessible practice will be achieved in which students will have fun reinforcing

their listening skills. Therefore, students prefer to train and develop their listening skills with the help of the BrainLang app as it provides fun, practice, easy accessibility, motivation, and entertainment considering these perceptions it can be fully recommended to use the BrainLang app for students.

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## ANNEXES

### Annex 1: Approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 21 de octubre del 2022

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humas y de la Educación

Yo, Mgs. Luis Fonseca Mora en mi calidad de Rector de la Unidad Educativa "17 de Abril", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "M-learning (Brainlang app) and listening skills" propuesto por la estudiante Sonia Odalis Cando Criollo, portadora de la Cédula de Ciudadanía 1805282009, estudiante de la Carrera de Pedagogía ,de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mgs. Luis Fonseca Mora  
C.C 1802838357  
N. telf. 2746250  
N.cel. 0980241770  
Eduardo.fonseca@educacion.gob.ec



**Annex 2:** Lesson plans template

**LESSON 1**

This lesson is the first lesson for 2nd high school (BGU section "A"). I want to talk about "Hotel wake-up hotel". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	Hotel wake-up hotel				
<b>Objectives</b>	Students will be able to 1. Make a reservation at a hotel. 2. know the hotel vocabulary. 3. Use the BrainLang application to develop listening skill. 4. Speak with their partners about hotel services.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ How can I help you?</li> <li>▪ Excuse me. I need ...</li> </ul>				
<b>Materials</b>					
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	Hotel services	The teacher develops a warm-up with the theme "Vocabulary of hotel services"	The students develop the warm-up where they must write the correct word under each image.	Worksheet	
Development (20')		The teacher corrects the activity with the students.  The teacher gives the worksheet to the students where the students will	The students listen carefully and check the correct	Worksheet	

<p>Consolidation (15')</p>	<p>Hotel wake-up call</p>	<p>find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "Hotel wake-up hotel" with the Brainlang app.</p> <p>The teacher sues for the students to read the conversation in pairs.</p> <p>The teacher gives directions for students to write a short conversation about hotel</p>	<p>pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p> <p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>Students write the conversation.</p>	
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		services.		
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## LESSON 2

This lesson is the second lesson for 2nd high school (BGU section "A"). I want to talk about "A family meal (in English)". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	"A family meal (in English)"				
<b>Objectives</b>	Students will be able to 1. Speak about their familys' food favorite 2. know the food vocabulary. 3. Use the BrainLang application to develop listening skill.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ It's so good to ...</li> <li>▪ I don't know the ...</li> <li>▪ I don't understand ...</li> </ul>				
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	Food	<p>The teacher develops a warm-up with the theme "Vocabulary of food"</p> <p>The teacher corrects the activity with the students.</p> <p>The teacher gives the worksheet to the students</p>	<p>The students develop the warm-up where they must where they must match column 1 with column 2 with lines according to the previous vocabulary.</p>	Worksheet	
Development (20')	Family meal	<p>where the students will find the transcription</p>	<p>The students listen carefully and check the correct</p>	Worksheet Cellphone	

<p>Consolidation (15')</p>		<p>of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "A family meal (in English)" with the Brainlang app.</p> <p>The teacher sue for the students to read the conversation in pairs.</p> <p>The teacher gives the instructions for students to speak about their family's favorite</p>	<p>pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p> <p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>The students have to speak about their family's favorite food.</p>	
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		food.		
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### LESSON 3

This lesson is the third lesson for 2nd high school (BGU section "A"). I want to talk about lots to do in London. I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	"Lots to do in London"				
<b>Objectives</b>	Students will be able to 1. Speak about activities on a trip. 2. know the trip vocabulary. 3. Use the BrainLang application to develop listening skill. 4. Speak with their partners about activities on a trip.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ There is so ...</li> <li>▪ They are going to ...</li> <li>▪ The problem now is ...</li> </ul>				
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	Vocabulary trip	The teacher develops a warm-up with the theme "Vocabulary of trip"	The students develop the warm-up where they must where they must match column 1 with column 2 with lines according to the previous vocabulary the news.	Worksheet	
Development	Lost to do in London	The teacher corrects the activity with the students.  The teacher gives the worksheet to the		Worksheet	

(20')	Lost to do in London	<p>students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "Lots to do in London" with the Brainlang app.</p>	<p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p>	
Consolidation (15')	Conversation	<p>The teacher sue for the students to read the conversation in pairs.</p> <p>The teacher gives the instructions for</p>	<p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>The students have to write information about, when they travel, whom they</p>	

		students to write a short paragraph about a trip to another city.	travel with, how they get there, and what they do on their trip”	
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#### LESSON 4

This lesson is the fourth lesson for 2nd high school (BGU section "A"). I want to talk about I hate parties. I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	I hate parties				
<b>Objectives</b>	Students will be able to 1. Speak about favorite parties 2. know the vocabulary. 3. Use the BrainLang application to develop listening skill. 4. Speak with their partners about favorite parties				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ I don't wanna go.</li> <li>▪ So what I do?</li> <li>▪ I'm the guest ....</li> </ul>				
<b>Materials</b>					
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	Speak about parties	The teacher develops a vocabulary activity.	The students will work in pairs where one of the students mimes a chosen verb when roasted by the teacher and the other guesses what verb the other student is doing the dynamic of.	Worksheet	



<p>Development (20')</p>	<p>Hate all parties</p>	<p>The teacher will choose 4 students to develop the activity.</p> <p>The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "I hate parties" with the Brainlang app.</p> <p>The teacher sues</p>	<p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p> <p>The students review the vocabulary in the Brainlang app, then answer the comprehension questions.</p> <p>The students have to write a short paragraph about any experience in traditional parties.</p>	<p>Worksheet</p>
<p>Consolidation (15')</p>				

		<p>for the students to read the conversation in pairs.</p> <p>The teacher gives the instructions for students to write a short paragraph about any experience at a family meal.</p>		
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## LESSON 5

This lesson is the fifth lesson for 2nd high school (BGU section "A"). I want to talk about if only I had. I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	I only I had				
<b>Objectives</b>	Students will be able to 1. Make a conversation about their dreams 2. know the vocabulary. 3. Use the BrainLang application to develop listening skill. 4. Write a conversation about their futures plans.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ If I only had...</li> <li>▪ I haven't ...</li> </ul>				
<b>Materials</b>					
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	If only had	The teacher develops the warm-up calls	The students will work in pairs	Worksheet	

<p>Development (20')</p>	<p>If I only had</p>	<p>“sit down if...”</p> <p>The teacher will choose 4 students to develop the activity.</p> <p>The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "Lots to do in London" with the Brainlang app.</p>	<p>where one of the students mimes a chosen verb when roasted by the teacher and the other guesses what verb the other student is doing the dynamic of.</p> <p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p> <p>The students review the Brainlang app's</p>	<p>Worksheet</p>
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Consolidation (15')	Conversation	The teacher asks for the students to read the conversation in pairs.	vocabulary and answer the comprehension questions.	
		The teacher gives the instructions for students to write a short paragraph about any experience at a family meal.	The students have to write a short paragraph about any experience at a family meal.	

## LESSON 6

This lesson is the sixth lesson for 2nd high school (BGU section "A"). I want to talk about "One message: House". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	One new message: House				
<b>Objectives</b>	Students will be able to 1. Make a conversation about any emergency. 2. know the emergency vocabulary. 3. Use the BrainLang application to develop listening skill.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ Can any hear me?</li> <li>▪ Can you come quickly.....</li> </ul>				
<b>Materials</b>					
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	One new message:	The teacher	The students	Worksheet	

Development (20')	house on fire.	develops a warm-up with the theme "Vocabulary of emergency"  The teacher corrects the activity with the students.	develop the warm-up where they must write the correct word under each image.	Worksheet
	Hotel wake-up call	The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.  The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "One new message: house	The students listen carefully and check the correct pronunciation.  The students review the audiovisual resource in the application one more time.	

Consolidation (15')	Conversation	<p>on fire" with the Brainlang app.</p> <p>The teacher sues for the students to read the conversation in pairs.</p> <p>The teacher gives directions for students to write a short conversation about any emergency.</p>	<p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>Students have to speak about any emergency.</p>	
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## LESSON 7

This lesson is the seventh lesson for 2nd high school (BGU section "A"). I want to talk about "The statue of liberty". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	The statue of liberty				
<b>Objectives</b>	Students will be able to 4. Speak about any special symbol. 5. know the vocabulary. 6. Use the BrainLang application to develop listening skill.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ It is a symbol of .....</li> </ul>				
<b>Materials</b>					
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	
		<b>Teacher</b>	<b>Students</b>		
Introduction (5')	The statue of liberty	The teacher	The students	Worksheet	

<p>Development (20')</p>	<p>The statue of liberty</p>	<p>develops a warm-up with the theme "audio-visual media vocabulary"</p> <p>The teacher corrects the activity with the students.</p> <p>The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled "The statue of liberty" with the</p>	<p>develop the warm-up where they must write the correct word under each image.</p> <p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p>	<p>Worksheet</p>
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Consolidation (15')	The statue of liberty	Brainlang app.  The teacher sues for the students to read the conversation in pairs.  The teacher gives directions for students to write a short conversation about any special symbol of Ecuador.	The students review the Brainlang app's vocabulary and answer the comprehension questions.  Students write the conversation.	
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## LESSON 8

This lesson is the eighth lesson for 2nd high school (BGU section "A"). I want to talk about "Connected". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	Connected				
<b>Objectives</b>	Students will be able to 1. Talk about new online work. 2. Know the essential vocabulary about technology tools. 3. Use the BrainLang application to develop listening skill. 4. Speak with their partners about working from home.				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ How can I help you?</li> <li>▪ Excuse me. I need ...</li> </ul>				
<b>Materials</b>					
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>	



		<b>Teacher</b>	<b>Students</b>	
Introduction (5')	w	<p>The teacher develops a warm-up with the theme "Vocabulary of hotel services"</p> <p>The teacher corrects the activity with the students.</p>	<p>The students develop the warm-up where they must write the correct word under each image.</p>	Worksheet
Development (20')	Hotel wake-up call	<p>The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual resource entitled</p>	<p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p>	Worksheet

Consolidation (15')		<p>"Hotel wake-up hotel" with the Brainlang app.</p> <p>The teacher asks for the students to read the conversation in pairs.</p> <p>The teacher gives directions for students to write a short conversation about hotel services.</p>	<p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>Students write the conversation.</p>	
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## LESSON 9

This lesson is the ninth lesson for 2nd high school (BGU section "A"). I want to talk about "Work from home". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	I work from home				
<b>Objectives</b>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Talk about new online work.</li> <li>2. Know the essential vocabulary about technology tools.</li> <li>3. Use the BrainLang application to develop listening skill.</li> <li>4. Speak with their partners about working from home.</li> </ol>				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ How can I help you?</li> <li>▪ Excuse me. I need ...</li> </ul>				

<b>Materials</b>				
<b>Steps (time)</b>	<b>Contents</b>	<b>Teaching Learning Activities</b>		<b>Aids</b>
		<b>Teacher</b>	<b>Students</b>	
Introduction (5')	Hotel services	<p>The teacher develops a warm-up with the theme "Vocabulary of hotel services"</p> <p>The teacher corrects the activity with the students.</p>	<p>The students develop the warm-up where they must write the correct word under each image.</p>	Worksheet
Development (20')	Hotel wake-up call	<p>The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual</p>	<p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p>	Worksheet

Consolidation (15')		<p>resource entitled "Hotel wake-up hotel" with the Brainlang app.</p> <p>The teacher sues for the students to read the conversation in pairs.</p> <p>The teacher gives directions for students to write a short conversation about hotel services.</p>	<p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>Students write the conversation.</p>	
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### LESSON 10

This lesson is the tenth lesson for 2nd high school (BGU section "A"). I want to talk about "A state of shock". I will use Audio Lingual Method in my class as ALM is a perfect method for learners because this method focuses on all four skills, and improve listening comprehension.

In Audio Lingual Method, there is dependence on mimicry, memorization of set phrases, and overlearning. Teachers use repetitive drills for structural patterns. And we don't need to explain grammar much.

<b>Unit</b>	A2 audio-visual media	<b>Grade</b>	2 BGU	<b>Date</b>	November
<b>Topic</b>	A state of shock				
<b>Objectives</b>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Speak about Mother's Day activities.</li> <li>2. know the vocabulary.</li> <li>3. Use the BrainLang application to develop listening skill.</li> <li>4. Speak with their partners about the Mother's Day celebration.</li> </ol>				
<b>Teaching Model</b>	Audio Lingual Method				
<b>Key Expressions</b>	<ul style="list-style-type: none"> <li>▪ Yes... that is true...</li> </ul>				

	<ul style="list-style-type: none"> <li>▪ Here!</li> <li>▪ Hey ... that is true ...</li> </ul>			
Steps (time)	Contents	Teaching Learning Activities		Aids
		Teacher	Students	
Introduction (5')	Celebration (Mother's Day)	<p>The teacher develops a warm-up with the theme "Vocabulary"</p> <p>The teacher corrects the activity with the students.</p>	<p>The students develop the warm-up where they must write the correct word under each image.</p>	Worksheet
Development (20')	Celebration (Mother's Day)	<p>The teacher gives the worksheet to the students where the students will find the transcription of the audiovisual resource, vocabulary, and a short quiz with two questions.</p> <p>The teacher presents the audiovisual resource with the use of the computer and speakers with the audiovisual</p>	<p>The students listen carefully and check the correct pronunciation.</p> <p>The students review the audiovisual resource in the application one more time.</p>	Worksheet

<p>Consolidation (15')</p>	<p>Celebration (Mother's Day)</p>	<p>resource entitled "Hotel wake-up hotel" with the Brainlang app.</p> <p>The teacher sues for the students to read the conversation in pairs.</p> <p>The teacher gives directions for students to write a short conversation about Celebration (Mother's Day).</p>	<p>The students review the Brainlang app's vocabulary and answer the comprehension questions.</p> <p>Students write the conversation.</p>	
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### Annex 3: Pre and Post-test



#### KEY ENGLISH TEST

Listening

Sample Test

**TIME** Approximately 35 minutes (including 6 minutes' transfer time)

#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

#### INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

Questions 1 – 5

For each question, choose the correct answer.

1 Where will Claire meet Alex?



A

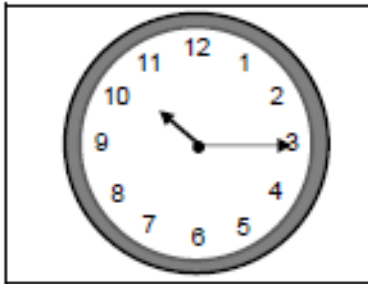


B

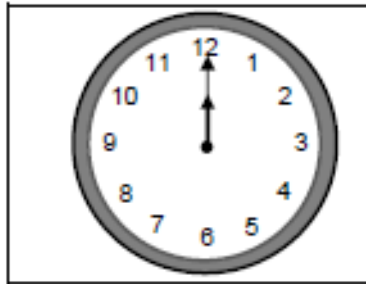


C

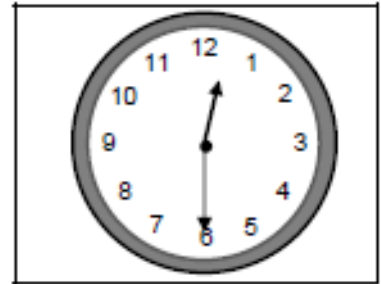
2 What time should the man telephone again?



A

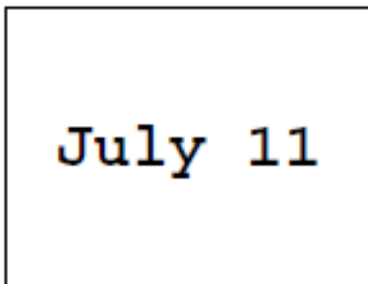


B

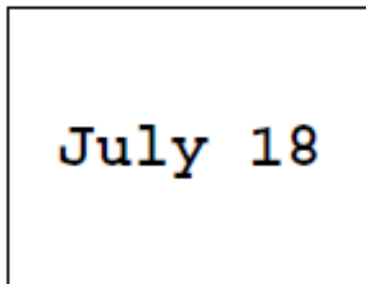


C

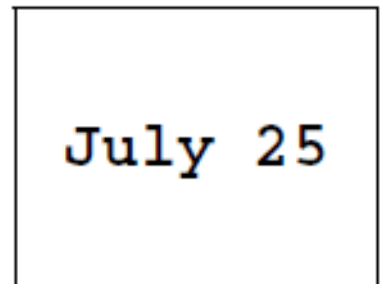
3 When are they going to have the party?



A



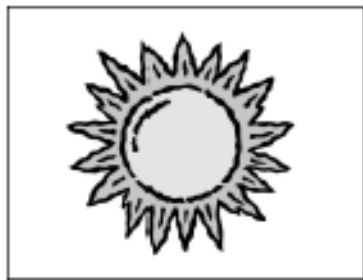
B



C



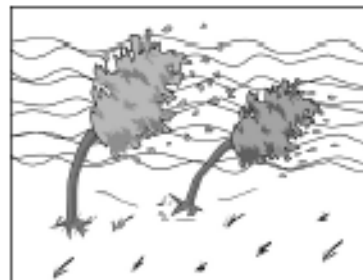
4 What was the weather like on the picnic?



A

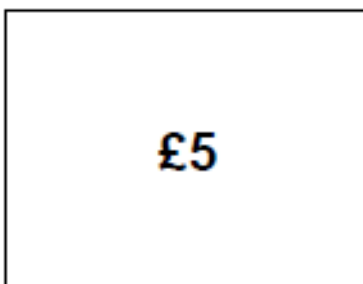


B

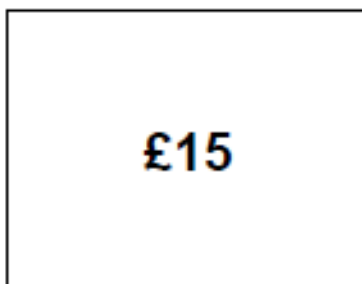


C

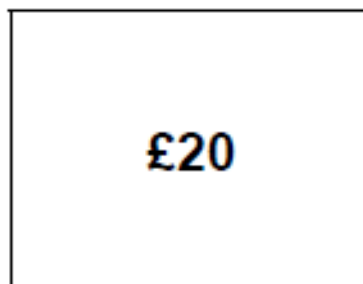
5 How much are the shorts?



A



B



C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

---

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students  
with *Sunshine Holidays*

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th .....
Staff must be:	(7) ..... years old
Staff must be able to:	(8) .....
Staff will earn:	(9) £ ..... per week
Send a letter and:	(10) .....

Part 3

Questions 11 – 15

For each question, choose the correct answer.

---

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?
- A family members
  - B colleagues
  - C tennis partners
- 12 They'll stay in
- A a university.
  - B a guest house.
  - C a hotel.
- 13 Laura must remember to take
- A a map.
  - B a camera.
  - C a coat.
- 14 Why does Laura like Dublin?
- A The people are friendly.
  - B The buildings are interesting.
  - C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because
- A he can't wait to go to the music festival.
  - B he loves the food there.
  - C he wants to go to a new art exhibition.

#### Part 4

##### Questions 16 – 20

For each question, choose the correct answer.

---

- 16 You will hear a woman talking to her friend about why she's bought a motorbike.  
Why did she buy it?
- A It's fast.
  - B It was cheap.
  - C It'll be easy to repair.
- 17 You will hear two friends talking about going to University.  
What subject is the man going to study?
- A history
  - B geography
  - C chemistry
- 18 You will hear two friends talking about a photograph.  
What's the photograph of?
- A a sports stadium
  - B a zoo
  - C a school playground
- 19 You will hear a woman talking to a friend on the phone.  
Why's she upset?
- A Her train was delayed.
  - B She's lost her wallet.
  - C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought.  
What has she bought?
- A some clothes
  - B some food
  - C some games

Part 5

Questions 21 – 25

For each question, choose the correct answer.

---

You will hear Simon talking to Maria about a party.  
What will each person bring to the party?

Example

0 Maria

---

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

You now have 6 minutes to write your answers on the answer sheet.

**Annex 4:** The BrainLang worksheet activities

**Part 1**

**TRANSCRIPT**

**HOTEL WAKE-UP CALL**

A: Hello, reception...how can I help you?

B: Excuse me. I need a wake up call tomorrow morning.

A: No problem, madam. What time do you want the call?

B: I want one call at 7 o'clock and another at half past seven.

A: So you want two wake up calls?

B: Yes, that's right.

A: What time do you actually want to get up madam?

B: At half past seven.

A: So why don't we call you at half past seven?

B: No, that's no good. I want to wake up at seven o'clock but I want to get up at half past seven.

A: So why don't we call you at seven o'clock. Then you can get up when you like.

B: No, that's no good. I don't want to get up at seven o'clock. I want to get up at half past seven.

A: So you want us to call you at seven o'clock first?

B: That's right.

A: And then you are going to stay in bed for another half hour?

B: Correct.

A: And then you want another call at half past seven.

B: Yes. Then I can get up at half past seven.

A: Ok, madam. So that's two wake up calls. One at seven o'clock and another at half past seven.

B: Exactly. Thank you.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1. How many phone calls does she want?**

A. Just one at 7:00.

B. Just one at 7:30.

C. Two.

D. Three. It has got...

**2. Why does she want two phone calls?**

A. She can't hear properly.

B. To stay in bed for another half an hour.

C. She likes the sound.

D. In case she doesn't wake up.

**Part 1**

**TRANSCRIPT**

**A FAMILY MEAL (IN ENGLISH)**

It's so good to see the family all together for a meal! You see? I'm speaking English! I have spent five years in an academy and at last I can speak a little! I am so happy!

Ha! I speak better English. I learnt English with a really smart method that teaches you one thousand essential words so you can go really fast!

I don't know the words for most of the things on this table but I know they are all FOOD! Hahaha! I have made better use of my time.

You are all old fashioned. The best thing to do is to move to an English-speaking country.

During my Erasmus year I attended two hundred awesome parties, got sixty incredible new friends, two boyfriends, not at the same time of course and I travelled all over the UK and Ireland and well you see...My English just improved a lot!

I don't understand you very well, can you speak slowly...?

Darling, your Erasmus year cost thousands of euros...

Well I'm sure they won't accept me as an Erasmus student, as I'm in my seventies...

But I got accepted by BrainLang, which is cheaper. I just stopped listening to the radio and started listening to their stories.

And let me tell you, my method is best. Less effort, less money and I can learn English right here from my sofa. The soup is getting cold, by the way...lovely!

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1 What does she tell him to do?**

- A Get out of the queue.
- B Stop talking.
- C Get out of the station.
- D Ask someone else.

**2. Why didn't she say there was a train at ten to five?**

- A She didn't know.
- B He didn't ask.
- C She didn't want to.
- D She was upset.

**Part 1**

**TRANSCRIPT**

**LOTS TO DO IN LONDON**

Carmen and her friends are planning a trip to London.  
They have their flight and they have their hotel organized.  
It's a good hotel right near Hyde Park.  
They are very excited but they don't know what they want to do in London yet.  
There is so much to do in London.  
Carmen wants to ride on the London eye and go on a Thames cruise.  
Her best friend Marta is scared of heights and doesn't want to ride on the London eye, but she is keen to see the Houses of Parliament.  
Everyone likes boat trips except Carlos who is scared of water.  
Carlos wants to visit Buckingham Palace, and he would love to see the changing of the guard but his girlfriend, Ana, is not interested in the royal family.  
Ana likes visiting museums and art galleries.  
So does Fina but she also wants to see the changing of the guard.  
Julia and Alberto both love shopping.  
That is all they want to do in London.  
They think museums are boring.  
But Julia adores street markets and buying second-hand clothes, and she also wants to go to Covent Garden.  
Alberto wants to visit Harrods and see all the big shops on Oxford Street.  
Carmen hates shopping.  
They are going to London next week.  
The problem now is to agree about what they are going to do there.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1. What are they going to do in London?**










- A They don't know yet.
- B They can't agree.
- C Visiting museums.
- D Going shopping.

**2. What is Marta scared of?**

- A Heights.
- B Water.
- C Buckingham Palace.
- D Going shopping.



Put in order the images according to the audiovisual resource, and write the number from 1 to 9 in the correct order.

		
<p><b>Carmen and her friends</b> <input type="checkbox"/></p>	<p><b>Changing of the guard</b> <input type="checkbox"/></p>	<p><b>visiting museums</b> <input type="checkbox"/></p>
		
<p><b>hotel organized</b> <input type="checkbox"/></p>	<p><b>to agree</b> <input type="checkbox"/></p>	<p><b>love shopping</b> <input type="checkbox"/></p>
		
<p><b>Royal family</b> <input type="checkbox"/></p>	<p><b>Harrods</b> <input type="checkbox"/></p>	<p><b>Thame cruise</b> <input type="checkbox"/></p>

**Part 1**  
**TRANSCRIPT**

**I HATE PARTIES**

Today we've got a family party.

And I don't wanna go.

I hate family parties.

Well, to be honest, I hate all parties.

I don't know how to get out of going to this party.

I've come up with a few excuses, but none of them are very good ones.

I thought about saying I'm not feeling right or I've got to go to the office to finish some work.

But everyone knows I'm not ill.

And they all know I don't work in an office, I work at home. So they won't believe me.

So what can I do? I'm going to have to turn up at this family party.

And I'll have to look happy.

Put on a great big smile.

And look surprised because it's supposed to be a secret.

I'm not meant to know about it.

Yes, it's a surprise party for my birthday.

I'm the guest of honour.

And if that wasn't bad enough I feel guilty about not wanting to go to my own party.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1 Why does she have to look surprised?**

A She's not meant to know about it.

B It's supposed to be a secret.

C She's supposed to like parties.

D It's a farewell surprise party.

**2 Which excuses did she think of giving?**






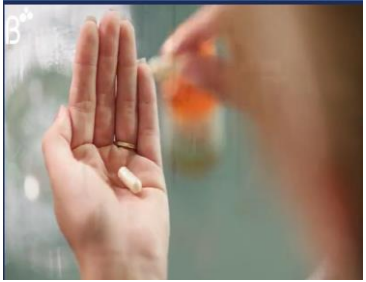
A She is not feeling well.

B Has to go to the office.

C She's locked in the office.

D She missed the train.

Put in order the images according to the audiovisual resource, and write the number from 1 to 6 in the correct order.

		
<p><b>a secret</b> <input type="checkbox"/></p>	<p><b>don't work</b> <input type="checkbox"/></p>	<p><b>birthday</b> <input type="checkbox"/></p>
		
<p><b>hate all parties</b> <input type="checkbox"/></p>	<p><b>family party</b> <input type="checkbox"/></p>	<p><b>not feeling right</b> <input type="checkbox"/></p>

**Part 1**  
**TRANSCRIPT**

**IF ONLY I HAD**

If I had a big house I would invite all my friends to come and stay.  
If I had a large swimming pool I would spend all day long in it, swimming and getting fit.  
If I had a lot of land I would spend all day walking around it.  
If I owned a large stable of horses I would spend all day riding; every day I would ride a different horse.  
If I had a large garage I would buy lots of cars and then each day I could drive a different car.  
And by the way, they would all be electric cars.  
If I were rich; if I had so much money I didn't know what to do with it I would never get bored.  
Not even on Sundays when there is often nothing to do.  
The trouble is I haven't got a big house, or a swimming pool or lots of land.  
I haven't got a stable full of horses or a garage full of cars.  
I haven't even got one horse or one car.  
Just an old bicycle.  
But there's nothing wrong with dreaming, is there!

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1. If she had a large swimming pool...**

- A she would spend the day in it.
- B she would invite all her friends.
- C she would never get bored.
- D she would swim on a horse.

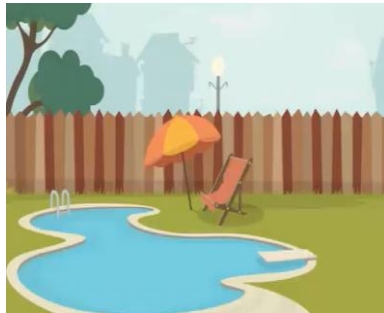
**2. What does she have?**

- A A blue bicycle.
- B An old bicycle.
- C A car.
- D A horse.

Put in order the images according to the audiovisual resource, and write the number from 1 to 6 in the correct order.



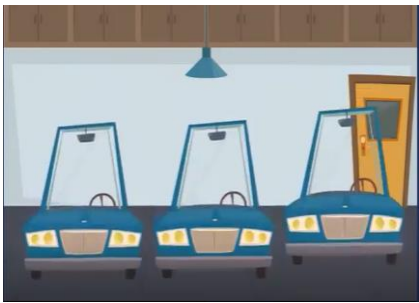
**an old bicycle**



**a large swimming pool**



**so much money**



**buy lots of car**



**a big house**



**a stable of horse**

**Part 1**

**TRANSCRIPT**

ONE NEW MESSAGE: HOUSE ON FIRE

Hello? Hello? Is there anyone there?

Is this phone working? Hello?

I want to talk to the fire department.

Can anyone hear me? It's important.

Actually, it's a bit of an emergency.

I've got a problem. If you hear this message can you send a fire engine to my house please? It's on fire.

Hello?

I think I might be in danger.

I'm on the bedroom balcony..with my phone.

I'm in my pyjamas. And it's very cold out here.

Can you come quickly.....hello?

There's a big blaze inside.

And a lot of smoke.

I don't know how it started.

I was quietly watching television and when the ads came on I got up to get a drink and that's when I saw the flames.

Coming in the living room door.

Can you come please?... Better today if you can.

I probably won't have a house left by tomorrow.

Thank you.

Oh and make sure you bring lots of water.

Thanks.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

1. He asks them to...

A come today.

B bring water.

C open the living room.

D call the fire brigade.

**2. When did he see the fire?**

A While watching television.

B When he got up to get a drink.

C As he was making a sandwich.

D After having a drink.

Put in order the images according to the audiovisual resource, and write the

		
<p><b>an emergency</b> <input type="checkbox"/></p>	<p><b>to my house</b> <input type="checkbox"/></p>	<p><b>visiting museums</b> <input type="checkbox"/></p>
		
<p><b>hotel organized</b> <input type="checkbox"/></p>	<p><b>fire department</b> <input type="checkbox"/></p>	<p><b>love shopping</b> <input type="checkbox"/></p>

number from 1 to 9 in the correct order.



**Annex 4:** BrainLang activities

**Part 1**

**TRANSCRIPT**

**THE STATUE OF LIBERTY**

You can see the Statue of Liberty in lots of films and famous photographs.

Everybody who visits New York goes to see the Statue of Liberty. It is a symbol of the United States of America.

Its original name was "Liberty Enlightening the World". The statue is on Liberty Island. It is south of Manhattan and near the mouth of the River Hudson.

The French sculptor Auguste Barthold designed the Statue of Liberty. It was built by the French engineer Gustav Eiffel. His most famous work is the Eiffel tower in Paris.

In 1886 the French gave the statue to the American people to celebrate the centenary anniversary of American independence.

In 1984 it was designated a UNESCO World Heritage site.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1. What are they going to do in London?**










- A They don't know yet.
- B They can't agree.
- C Visiting museums.
- D Going shopping.

**2. What is Marta scared of?**

- A Heights.
- B Water.
- C Buckingham Palace.
- D Going shopping



Put in order the images according to the audiovisual resource, and write the number from 1 to 9 in the correct order.

		
<p>famous photographs <input type="checkbox"/></p>	<p>Changing of the guard <input type="checkbox"/></p>	<p>visiting museums <input type="checkbox"/></p>
		
<p>symbol of the United States of America <input type="checkbox"/></p>	<p>Statue of Liberty <input type="checkbox"/></p>	<p>love shopping <input type="checkbox"/></p>
		
<p>Royal family <input type="checkbox"/></p>	<p>Harrods <input type="checkbox"/></p>	<p>Thame cruise <input type="checkbox"/></p>

**Part 1**  
**TRANSCRIPT**

**CONNECTED**

I used to feel very lonely.  
But now, with the internet and social media my life has changed.  
I go from one social network to another and I never feel lonely.  
First I open the page and add a few friends.  
Then I make a comment or two, read other people's comments and look at the latest news.  
Next I look at another social network, add a few more friends, write a couple of comments and read the comments of others.  
Then I go to another page and do exactly the same.  
And that is how I spend the whole morning, and nearly the whole afternoon.  
I don't leave the house, but I'm never alone.  
I'm constantly in touch with one person or another.  
And I never stop writing comments, or reading what all my friends have written.  
And what's more there is always someone there, whatever time of day or night it is.  
It's wonderful!  
The best thing of all is that I've just lost my job.  
I've been sacked.  
I'm very lucky because now I've got even more time to spend with my social media friends.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**



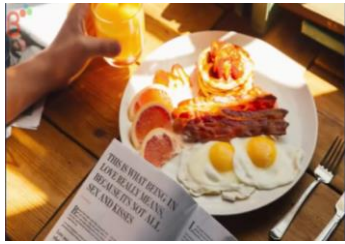






**When was the Statue of Liberty named one of the 7 Wonders of the World?**

- A It isn't one of the 7 Wonders of the World
- B In 1984
- C In 1918
- D In 1886

**The Statue of Liberty is the symbol of...**

- A... the United States of America
- B... Paris
- C... Liberty Island
- D... the World

Put the images in order according to the audiovisual resource, and write the number from 1 to 9 correctly.

		
<p><b>social media</b> <input type="checkbox"/></p>	<p><b>latest news</b> <input type="checkbox"/></p>	<p><b>I have breakfast</b> <input type="checkbox"/></p>
		
<p><b>few friends</b> <input type="checkbox"/></p>	<p><b>Lonely</b> <input type="checkbox"/></p>	<p><b>Read comments</b> <input type="checkbox"/></p>
		
<p><b>I spend the whole morning</b> <input type="checkbox"/></p>	<p><b>Leave the house</b> <input type="checkbox"/></p>	<p><b>wonderful</b> <input type="checkbox"/></p>

**Part 1**  
**TRANSCRIPT**

**I WORK FROM HOME**

I work from home.

I think I am lucky because I don't have to get up early and go out to work.

This is my daily routine:

I get up and I start working on my computer.

Then I take a break.

I have a shower and then I have breakfast...and I start working again until lunchtime.

I have lunch and after lunch I have a short rest.

Then I go back to work again on my computer.

Later I go for a walk and do some shopping.

Then it's time for my evening meal and then...I work again on my computer while I am watching television.

And then, I turn the television off and I go to bed.

And the next day it's the same routine.

I am lucky because I can work from home and enjoy what I do.

But the problem is, because I like what I do and I work from home, I end up working all day long!

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**



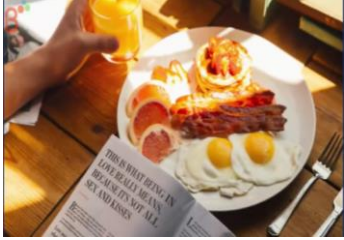



**1. What does he do after lunch?**

- A He has a short rest.
- B He has a shower.
- C He goes straight into work.
- D He watches TV.

**2. How does he feel about working from home?**

- A Lucky.
- B Unlucky.
- C Upset.
- D Very bored.

Put the images in order according to the audiovisual resource, and write the number from 1 to 6 correctly.

		
<p><b>I go to bed</b> <input type="checkbox"/></p>	<p><b>I am lucky</b> <input type="checkbox"/></p>	<p><b>I have breakfast</b> <input type="checkbox"/></p>
		
<p><b>I get up</b> <input type="checkbox"/></p>	<p><b>I work again on my computer</b> <input type="checkbox"/></p>	<p><b>I end up working all day long!</b> <input type="checkbox"/></p>

**Part 1**

**TRANSCRIPT**

**A STATE OF SHOCK**

My parents are arriving today, darling.

Eh?

You heard me. My parents are coming today.

Where? Where are your parents coming?

Here of course. To our house.

To...our house? Today?

Yes. They are coming to our house today. Is it my imagination or are you going into a state of shock?

Shock? What shock? Is shock coming to the house today as well?

Relax... they are only staying a week. Then they will be leaving.

A week! Only a week! Here! To our house!

You're trembling. Don't overreact. It's not so bad sweetheart.

Me...overreact? State of shock! State of shock! Red alert!

Don't be stupid. You get on well with them.

Err...well...yes. Ok. More or less. Well...yes what you say...well.

But they always have a good time with you. They enjoy being with you. They have a laugh with you.

Yes....that is true...they laugh AT me. But I don't find them very amusing, to be honest. I don't really like them very much.

Hey...those are my parents you are talking about.

And about shock, my love...about shock. Don't forget shock. Shock is also coming to stay for a whole week. The same week as your parents.

**Part 2**

**Check in the application the vocabulary that not know and write it here those words.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Part 3**

**Little quiz**

**1. Why is he shocked?**

- A Her parents are moving with them.
- B Her parents are coming for a week.
- C They have to go to visit her parents.
- D Her parents came by surprise.

**2. Her parents...**

- A don't like him.
- B enjoy being with him.
- C have a good time with him.
- D don't want to see him.

Put in order the images according to the audiovisual resource, and write the number from 1 to 9 in the correct order.



**our house**

**what shock?**

**a week**



**I don't really like**

**my parents**

**so bad**

**Annex 5: Photos**





## Annex 6: Urkund report




### Document Information

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Analyzed document	TESIS - Odalis Cando.docx (D155514229)
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Submitter email	scando2009@uta.edu.ec
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### Sources included in the report

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<b>SA</b>	Document Odalis Cando - STRUCTURE OF THE RESEARCH - FINAL.pdf (D111270477) Submitted by: scando2009@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	 2

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